Got You, Not Gotcha: Promoting Integrity through Best Practices in Online Learning

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• Reasons for academic misconduct
• Design matters.

“How Design Supports Integrity

“The best approach to reducing cheating...is something both simple and hard to realize, especially during a crisis: better teaching.”

Inside Higher Ed (7/22/20)

Chronicle of Higher Education (10/30/20)
Use Your Messaging

• Focus on what TO do and good intentions
• Link students to policy and resources
• Make sure there is a basis for what students should know about integrity
• Create community responsibility: We do this
• Discuss intrinsic goals for learning and skill development
• Convey “got you;” steer clear of “gotcha;” stay focused on learning
Backward Design

Grant Wiggins & Jay McTighe

What do my students need to know and be able to do?

How do I check/assess their learning?

What learning activities will lead to the desired result?
Learning Objectives

• Articulate what students should be able to do as a result of their learning experiences
  • Must be clear, student-centered, observable and measurable, appropriate to level, and aligned

• Use objectives to make expectations, relationships, and purpose explicit for students

• Students with a "blueprint" are less likely to make poor decisions that run afoul of academic integrity policies
Universal Design for Learning

**Engagement**: For purposeful, motivated learners, stimulate interest and motivation for learning.

**Representation**: For resourceful, knowledgeable learners, present information and content in different ways.

**Action & Expression**: For strategic, goal-directed learners, differentiate the ways students can express what they know.

http://www.cast.org
Scaffolding, Chunking, & Sequencing

• Decrease performance pressure, increase confidence

• Intro Psychology Example: Large high-stakes paper late in course into periodic smaller assignments that build to larger paper.
Personalization, Differentiation, & Choice

• Personalization
  • Learning that is tailored to the preferences of various learners, as well as instruction that is paced to a student's unique needs.

• Differentiation via
  • Academic goals
  • Curriculum & content
  • Method & pace

• Instead of education being something that happens to the learner, it is something that occurs as a result of what the student is doing, with the intent of creating engaged students who have truly learned how to learn (International Society for Technology in Education, 2018).
Fostering Relationships with Students

• Student connection to faculty and classes increases investment and integrity.

• Make your communication plan clear and inviting; make it feel personal

• How can students connect with you and their classmates?
Providing Feedback to Students

- Immediate and Ongoing
- Focus on 2-3 High Impact Factors
- Use Peer Review
- Automated Feedback
- Whole Group Feedback
- Audio Feedback
- Video/Screencasting
Authentic Assessments

• Enable students to apply their knowledge and skills to complex issues that are similar to those encountered in professional contexts

• Examples of projects at UMGC
  • MS in Cloud Computing Architecture
  • Undergraduate First Term Experience Course

• Increase motivation for original work
If you can't avoid using an exam:

- Create exams for the setting:
  - Open book
  - Open notes
  - Open internet
- Focus on higher-order cognitive skills, e.g. application
- Contextualize questions with scenarios and "provide your own example"-type questions
- Use a variety of question types
- Randomize both the questions and the answers
- Modify wording of test bank questions
- Set limited time
Combatting “Study Help” Website Assignment Availability

For the small number who are motivation/engagement-resistant:
Plagiarism-Proofing – last step after most time spent on engaging design
• Topic and assignment name rotation
• Change part of the assignment
• Personal examples
Resources
Resources

• "Going Remote With Integrity" Webinar Series from International Center for Academic Integrity (ICAI)
  • General ICAI Video
  • "Policy Gone Virtual" Video
  • "Tech Tips and Techniques" Video

• About Universal Design for Learning from CAST

• Quality Matters (course design standards & training)

• Revised Bloom's Taxonomy
Resources (continued)

- [ACTFL Teaching & Learning Remotely](#) (languages)
- [Indiana University Center for Language Excellence](#)
- Harvard University "[Resources for Remote Instruction of Language Courses](#)"
- Harvard University "[Boardwork](#)" (for online science courses)
- [Classroom Assessment Techniques](#) (some of these work online)
- Carnegie Mellon University "[Solve a Teaching Problem](#)"
Additional Information
Universal Design for Learning (UDL)

**Affective Networks**
- The WHY of learning
- Provide multiple means of Engagement
- For purposeful, motivated learners, stimulate interest and motivation for learning.

**Recognition Networks**
- The WHAT of learning
- Provide multiple means of Representation
- For resourceful, knowledgeable learners, present information and content in different ways.

**Strategic Networks**
- The HOW of learning
- Provide multiple means of Action & Expression
- For strategic, goal-directed learners, differentiate the ways that students can express what they know.

First-Year Writing Course Assignments

- Issue Exploration
- Research Essay
- Reflective Essay
- Annotated Bibliography
FYW Course Weekly Learning Activities

- Reader Response
- Instructor Feedback
- Drafting and Revising
- Annotated Bibliography
- Peer Review
- Reflective Essay
- Grammar Practice
- Issue Exploration
- Research Essay
Examples of Authentic Deliverables

• Advertisement (print, multimedia, audio, etc.)
• Artwork (photograph, painting, drawing, etc.)
• Bids or applications in response to a request for proposals
• Executive summary of a report
• Lesson plan

• Newspaper op-ed
• Policy brief
• Press release
• Profit and loss statement
• Project plan
• Software application (code and technical documentation)
• UX wireframe
• Whitepaper